

## HISTORY CURRICULUM LONG TERM PLANNING OVERVIEW DOCUMENT

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn		<u><a href="#">Peek into the past</a></u>	<u><a href="#">How am I making history?</a></u>	<u><a href="#">How was school different in the past?</a></u>	<u><a href="#">British history 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</a></u>	<u><a href="#">How have children's lives changed?</a></u>	<u><a href="#">British history 4: Were the Vikings raiders, traders or something else?</a></u>	<u><a href="#">What can the census tell us about local areas?</a></u>
	Week 1	<b>Can you guess who?</b> To describe changes over time.	<b>What is my history?</b> To develop an understanding of personal chronology.	<b>Were schools different in the past?</b> To find out how schools have changed over time.	<b>How long ago did prehistoric man live?</b> To recognise the chronology and significance of prehistory.	<b>What do sources tell us about how children's lives have changed?</b> To identify the continuities and changes to children's lives using a range of sources.	<b>When and why did the Vikings come to Britain?</b> To explain when and why the Vikings came to Britain.	<b>What is the census?</b> To explore the purpose and creation of a census.
	Week 2	<b>Past and present</b> To sort photographs from the past and present.	<b>How can I find out more about myself?</b> To learn more about my history.	<b>How have schools changed within living memory?</b> To investigate what school was like in the past.	<b>What does Skara Brae tell us about life in the Stone Age?</b> To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.	<b>Why did Tudor children work and what was it like?</b> To investigate why Tudor children worked and what working conditions were like.	<b>Were the Vikings raiders, traders or something else?</b> To evaluate Viking stereotypes using sources.	<b>What can we learn about Victorian children from the census?</b> To create questions about Victorian children using a range of sources.
	Week 3	<b>My life timeline</b> To begin to recognise the order events happen.	<b>How are special events remembered?</b> To explore how we remember events.	<b>How were schools different in the 1900s?</b> To investigate what schools were like in the 1900s.	<b>Who was this Bronze Age man?</b> To use archaeological evidence to investigate the Bronze Age.	<b>What were children's jobs like in Victorian England?</b> To research and record the working conditions of Victorian children using reports and images.	<b>Where did the Vikings go? How did they get there?</b> To investigate the importance of Viking trading routes.	<b>What does the census suggest about the jobs available in the 1800s?</b> To explore the jobs available in the past using the census.
	Week 4	<b>Toy box</b> To identify toys from the past.	<b>What was it like for children in the past?</b> To find out what childhood was like for our parents and grandparents.	<b>How have schools changed?</b> To compare a modern classroom with a classroom 100 years ago.	<b>What was the impact of bronze in prehistoric Britain?</b> To use deductions to explain how bronze transformed prehistoric life.	<b>How did Lord Shaftesbury help to change the lives of children?</b> To evaluate Lord Shaftesbury's significance to children's lives.	<b>Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings?</b> To compare different versions of Viking sagas and create a saga.	<b>Why did some women refuse to fill out the census in 1911?</b> To make inferences about women's lives in the 1900s using the census.
	Week 5	<b>Spot the difference</b> To compare pictures from the past and present.	<b>What have I learnt about childhood in the past?</b> To compare childhood now with childhood in the past.	<b>What is similar and different about schools now and in the past?</b> To compare three periods of time.	<b>How did trade change lives in Iron Age Britain?</b> To understand the importance of trade during the Iron Age.	<b>How and why has children's leisure time changed?</b> To explore the changes in children's leisure time	<b>What were the impacts of Viking raids and settlements on local communities in Britain?</b> To evaluate the impact of the Viking invasions and settlements using primary sources and case studies.	<b>What changed in the 1921 census?</b> To investigate how the census changed by following
	Week 6		<b>How am I making history?</b> To identify that some things change and some things stay the same.	<b>Would you have preferred to go to school in the past?</b> To express a personal response to history.	<b>What changed between the Stone Age and the Iron Age?</b> To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.	<b>What were the diseases children caught and how were they treated?</b> To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.	<b>What were the Vikings' achievements and how did they impact the world?</b> To evaluate achievements of the Vikings.	<b>Who lived in our local area in the past?</b> To conduct an enquiry about my local area using the census.
Spring		<u><a href="#">Adventures through time</a></u>	<u><a href="#">How have toys changed?</a></u>	<u><a href="#">How did we learn to fly?</a></u>	<u><a href="#">British history 2: Why did the Romans settle in Britain?</a></u>	<u><a href="#">How hard was it to invade and settle in Britain?</a></u>	<u><a href="#">British history 5: What was life like in Tudor England?</a></u>	<u><a href="#">What was the impact of World War 2 on the people of Britain?</a></u>
	Week 1	<b>Family tree</b> To begin to understand the concept of generations.	<b>What is your favourite toy?</b> To discuss a favourite toy.	<b>Who were the Wright brothers?</b> To find out about the Wright brothers.	<b>Why did the Romans invade and settle in Britain?</b> To understand why the Romans invaded Britain.	<b>Who were the Anglo-Saxons and the Scots?</b> To understand why the Anglo-Saxons invaded Britain.	<b>Fair ruler or tyrant? What was Henry VIII really like?</b> To use different types of evidence to interpret the character of Henry VIII.	<b>Why did Britain go to war in 1939?</b> To understand the causes of World War 2.
	Week 2	<b>My achievements</b> To recognise special achievements.	<b>Did your parents and grandparents play with the same toys as you?</b> To find out what toys our parents and grandparents	<b>When was the first flight?</b> To develop an understanding of historical significance.	<b>How did Britons respond to the Roman invasion?</b> To create a visual interpretation of Boudicca.	<b>How did the Anglo-Saxons settle in Britain?</b> To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.	<b>Why did Henry VIII have so many wives?</b> To understand why Henry VIII had many wives.	<b>Who won the Battle of Britain?</b> To understand how the Battle of Britain was won.
	Week 3	<b>Wearing the crown</b> To recognise that kings and queens are powerful people.	<b>What were toys like in the past?</b> To investigate what toys were like up	<b>Why was Bessie Coleman significant?</b> To investigate why Bessie Coleman is significant.	<b>Why was the Roman army so successful? (Part 1)</b> To understand how Roman soldiers were equipped for war.	<b>What does Sutton Hoo tell us about Anglo-Saxon life?</b> To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.	<b>Why did Henry VIII have so many wives?</b> To understand why Henry VIII had many wives.	<b>What do sources tell us about the Blitz?</b> To make inferences about the Blitz using images.
	Week 4	<b>Picture detective</b> To understand that the environment around us changes as time passes.	<b>What is similar and different about toys now and in the past?</b> To compare toys from the past with modern toys.	<b>Why is Amelia Earhart significant?</b> To develop an understanding of primary sources.	<b>Why was the Roman army so successful? (Part 2)</b> To understand Roman army battle formations.	<b>How did Christianity arrive in Britain?</b> To understand how Anglo-Saxons converted to Christianity.	<b>What was a Royal Progress?</b> To extract evidence from primary sources about the Royal Progresses of Elizabeth I.	<b>What was evacuation like for children? (Part 1)</b> To understand the emotions and experiences of children during the evacuation.

## HISTORY CURRICULUM LONG TERM PLANNING OVERVIEW DOCUMENT

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Week 5	<b>Transport through time</b> To compare modes of transport of the past with the present	<b>How have teddy bears changed over time?</b> To investigate how teddy bears have changed over time.	<b>Why was the Moon landing special?</b> To investigate why we remember the Moon landing.	<b>What do artefacts tell us about life in Roman times?</b> To make inferences about life in Roman times.	<b>Was King Alfred really great?</b> To create an interpretation of Alfred the Great.	<b>What was a Royal Progress like?</b> To reconstruct a Royal Progress using a range of primary sources.	<b>What was evacuation like for children? (Part 2)</b> To evaluate the accuracy and reliability of sources.
	Week 6		<b>How have toys changed?</b> To know how toys have changed over time.	<b>How did we learn to fly?</b> To place events on a timeline.	<b>How did the Romans change modern Britain?</b> To identify the Roman legacy in Britain.	<b>How did Anglo-Saxon rule end?</b> To understand how Anglo-Saxon rule ended.	<b>What can inventories tell us about life in Tudor times?</b> To make deductions about the people in Tudor England using inventories.	<b>What impact did WW2 have on women's lives?</b> To identify the impact of WW2 on women's lives.
	Week 7						<b>What can inventories tell us about life in Tudor times? (Part 2)</b> To create a realistic inventory for a person living in Tudor times.	<b>Why did people migrate to Britain during and after World War 2?</b> To explain why migrants come to Britain.
Summer			<b>How have explorers changed the world?</b>	<b>What is a monarch?</b>	<b>What did the ancient Egyptians believe?</b>	<b>How did the achievements of the Ancient Maya impact their society and beyond?</b>	<b>What did the Greeks ever do for us?</b>	<b>Who features on bank notes and why?</b>
	Week 1		<b>What is an explorer?</b> To know what an explorer is.	<b>What is a monarch?</b> To describe what a monarch is.	<b>Who were the Egyptians and when did they live?</b> To know when and where the ancient Egyptians lived.	<b>How did the Ancient Maya settle in a rainforest?</b> To evaluate the challenges of early settlement by exploring how the Ancient Maya settled in the rainforest.	<b>Who were the Greeks and when did they live?</b> To understand where and when the ancient Greeks lived.	<b>Who features on banknotes and why?</b> To explain the significance of people on banknotes.
	Week 2		<b>Where have explorers travelled and when?</b> To recognise the achievements of different explorers using photographs.	<b>Who is our monarch today?</b> To explain why coronations take place.	<b>Who were the ancient Egyptian gods and goddesses?</b> To explain the importance of the Egyptian gods and goddesses.	<b>How important was chocolate to the Ancient Maya?</b> To infer how the Ancient Maya valued and used cacao by exploring historical artefacts.	<b>What did the Greeks believe?</b> To understand the importance of the Greek gods.	<b>Was Alfred the Great or Elizabeth I the more significant monarch?</b> To decide whether a person is historically significant.
	Week 3		<b>Who was Christopher Columbus and what did he do?</b> To record events on a timeline.	<b>How did William the Conqueror become King of England?</b> To explain how William the Conqueror became King of England.	<b>Why and how did the Egyptians build the pyramids?</b> To evaluate the challenges of building an Egyptian pyramid.	<b>What did the Ancient Maya believe?</b> To describe the role of the Ancient Maya gods and goddesses by studying images and scenarios.	<b>How was ancient Greece governed?</b> To identify similarities and differences between Athens and Sparta.	<b>How were Ellen Wilkinson and Betty Boothroyd historically significant?</b> To evaluate the significance of historical figures.
	Week 4		<b>Who was Matthew Henson and what did he do?</b> To use photographs to find out about the past.	<b>How did William the Conqueror rule?</b> To identify how William the Conqueror built castles while ruling England.	<b>How and why did the Egyptians mummify people?</b> To explain how and why the Egyptians mummified people.	<b>How did the Maya reflect world beliefs in their inventions?</b> To develop recording skills through exploration of Ancient Maya inventions.	<b>Did the ancient Greeks give us democracy?</b> To understand how Athenian democracy worked.	<b>Why was William Tuke significant? – option 1</b> To explain the significance of William Tuke.
	Week 5		<b>How has exploration changed?</b> To recognise changes and similarities (continuities) over time.	<b>How did castles change?</b> To identify features of a castle that would be effective when defending against attacks.	<b>What does the Book of the Dead tell us about ancient Egyptian beliefs?</b> To make inferences about Egyptian beliefs using primary sources.	<b>What do archaeological remains tell us about Ancient Maya cities?</b> To make deductions about an Ancient Maya city by exploring archaeological evidence.	<b>How do Greek philosophers influence us today?</b> To understand the importance of the ancient Greek philosophers.	<b>Who was more significant? Lily Parr or Betty Snowball?</b> To evaluate the significance of sporting people.
	Week 6		<b>How can we remember them?</b> To describe the significance of some people and events within history.	<b>What was a monarch in the past?</b> To suggest what a monarch was like in the past.	<b>What did the ancient Egyptians believe?</b> To evaluate significant	<b>What caused the decline of the Ancient Maya cities?</b> To analyse historians' viewpoints on the decline of the Ancient Maya cities.	<b>What did the Greeks do for us?</b> To identify and explain the achievements of the ancient Greeks.	<b>Who will be the face of the new £10 note?</b> To evaluate the significance of historical figures.